

The Woman's College of
The University of North Carolina
LIBRARY



CQ
no. 170

COLLEGE COLLECTION

MANAGEMENT OF FINANCES IN SELECTED
" NORTH CAROLINA HOMEMAKING DEPARTMENTS, 1951-1952

by

BETTE JEAN ALLISON

A thesis submitted to
the Faculty of
the Consolidated University of North Carolina
in partial fulfillment
of the requirements for the degree
Master of Science

Greensboro

1953

Approved by:

Josephine Kramer

Advisor

ACKNOWLEDGEMENT

To Dr. Josephine Kremer for her careful direction and guidance in this study, the writer expresses her sincere appreciation; to Mrs. Madeleine B. Street for her kind efforts and helpful suggestions; to Dr. Katherine Roberts, Miss Viva Playfoot, Miss Catherine T. Dennis and the Homemaking Education Supervisory Staff of the Department of Public Instruction for their interest, encouragement, and assistance.

Also appreciation is expressed to the twenty-seven homemaking departments who cooperated.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	4
Method of investigation	5
Construction of the schedule	5
II. DESCRIPTION OF SELECTED HOME MAKING DEPARTMENTS . . .	7
Number of teachers	7
Pupil enrollment	7
III. SOURCES AND DISTRIBUTION OF TOTAL INCOME	10
Total money available	10
Sources of money available	12
Distribution of money	16
IV. PARTICIPATION BY PUPILS IN THE MANAGEMENT OF	
DEPARTMENT MONEY	25
Allocation of funds to classes and subject	
matter areas	25
Items for general departmental use	26
Equipment and cleaning supplies	26
Decoration and repair	28
Books and magazines	30

CHAPTER	PAGE
Supplies and illustrative material for subject	
matter areas	32
Foods area	32
Clothing area	34
Child care area	35
Other subject matter areas	36
Reasons for lack of participation	36
V. EVIDENCES OF PUPIL LEARNING	38
Personal application	38
Home application	39
Department application	39
VI. SUMMARY AND RECOMMENDATIONS	40
Money available	40
Money spent	41
Participation of pupils in financial management	42
Evidences of pupil learning	54
Recommendations for further study	54
BIBLIOGRAPHY	55
APPENDIX	56
SCHEDULE	56
TABLE A. Total Amount of Money Available and Amount	
Available per Pupil for Each Department	59
TABLE B. Amount of Money from Various Sources for Each	
Department	60

CHAPTER	PAGE
TABLE C. Average Amount of Money Spent for Various Items by Each Department	62
TABLE D. Pupils Who Participated in the Management of Money for Large and Small Equipment and Cleaning Supplies	64
TABLE E. Ways in Which Pupils Participated in the Management of Money for Large and Small Equipment and Cleaning Supplies	65
TABLE F. Participation of Pupils in the Management of Money for Decoration and Repair	68
TABLE G. Participation of Pupils in the Management of Money for Books and Magazines	70
TABLE H. Participation of Pupils in the Management of Money for Supplies and Illustrative Material for the Foods Area	72
TABLE I. Participation of Pupils in the Management of Money for Supplies and Illustrative Material for the Clothing Area	75
TABLE J. Participation of Pupils in the Management of Money for Supplies and Illustrative Material for the Child Care Area	77

LIST OF TABLES

TABLE	PAGE
I. Number of Pupils Enrolled in Homemaking Course	8
II. Total Amount of Money Available by Type of Department	11
III. Amount Available per Pupil by Type of Department	13
IV. Amount of Money from Various Sources	14
V. Total Amount Spent by Type of Department	17
VI. Average Amount of Money Spent for Various Items	18
VII. Distribution of Money Spent for Foods, Equipment, and Decoration and Repair	19
VIII. Amount Spent per Pupil for Equipment by Number of Pupils	21
IX. Amount Spent per Pupil for the Foods Area by Number of Pupils	22
X. Amount Spent per Pupil for Decoration and Repair by Number of Pupils	24
XI. Summary of Pupils who Participated in the Management of Department Finances	43
XII. Summary of Number of Pupil Experiences in the Management of Department Finances by Needs and Subject Matter Areas	45

TABLE	PAGE
XIII. Summary of Ways Pupils Participated in the Management of Department Finances and Suggested Ways They May Participate	46

CHAPTER I

INTRODUCTION

With the growth of the homemaking education program in the secondary school, the teacher has become increasingly aware of the responsibility of so managing the resources of the homemaking department as to insure a smooth running organization which involves the same features as managing a home on a business-like basis.

Because some knowledge of financial administration is essential in daily living, pupils it is believed, will gain much valuable experience if they are allowed to help manage the finances of the homemaking department. This was indicated in a statement by Spafford:

One of the most fruitful ways of teaching good management is for pupils to work in a well-organized, smooth-running department, to see resources studied thoughtfully and used wisely, to see before them constantly in operation the management principles which they are studying. Still more effective is to use these management problems as teaching problems, for the girls to participate in planning what needs to be done and how and when it is to be done.¹

Hatcher and Andrews also emphasize the importance of pupil experience in budgeting expenses, buying supplies, paying bills, and keeping records:

As prospective homemakers in a complex, economic society, boys and girls need to have first-hand knowledge regarding

¹Ivot Spafford, Fundamentals in Teaching Home Economics (New York: John Wiley and Sons, Inc., 1942), p. 360.

adequate ways and means of managing the material equipment which becomes a necessary part of their daily lives. It is believed, therefore, that one of the best ways to teach good management is to show pupils how a homemaking department can run smoothly and efficiently on a sound business basis.²

The investigator found no research regarding financial management of the high school homemaking department or participation of pupils in the management of department finances. However, the latest thinking in regard to management and the processes involved is reviewed.

Management indicates the wise use of means to accomplish an end; a means of reaching a goal rather than an end in itself. The development of judgments may come through the opportunity of managing and the making of considered decisions.

During the National Conference on Family Life, the Home Management Subcommittee³ noted three steps in management: (1) planning, (2) controlling the plan while carrying it through, and (3) evaluating.

In defining the first activity of the management process, it was said: "Planning is mapping out future courses of action in order to reach immediate and long-term goals."⁴ Planning begins with the realization of a situation to be met or a problem to be solved and is followed by looking at the desired accomplishment in the light of available resources, both human and material. Finally the plan becomes

²Hazel M. Hatcher, and Mildred E. Andrews, The Teaching of Homemaking (New York: Houghton Mifflin Company, 1945), p. 322.

³Report of the Subcommittee on Home Management, National Conference on Family Life, April, 1948, p. 3. Mimeographed material.

⁴Loc. cit.

an outlining of how to use resources in such a way as to get what is wanted. Looking back at what has happened, forward to what is desired, needs and resources are analyzed and a plan is made.⁵

Controlling the plan is the second step toward reaching that goal for which a plan is established. This calls for guidance and direction of self or others. "The distinction between guiding and directing is that, in guiding, the emphasis is on the end product of result of the plan and on the techniques used in reaching the result."⁶ Also, there must nearly always be coordination, which may be human or mechanical, in controlling a plan in action. From a human standpoint the interest of all concerned must be blended in carrying out the plan while from a mechanical viewpoint, the parts of a plan must consciously be harmonized in carrying it out. Flexibility, which is possible when the manager sees alternatives from which to choose, is related to success in this stage of management. Plans, the person or persons managing, and goals to be reached need to be flexible.⁷

Evaluation is the final step in the management process. This means simply looking back over what has been done and judging the results in the light of goals. By such an evaluation future growth in management may be expected. The analysis must be deep enough to insure a study of the entire process and the consideration of what to retain and what to discard. The success or failure of the management process is dependent upon whether or not the goals are being realized. These

⁵Ibid., p. 4.

⁶Loc. cit.

⁷Ibid., p. 5.

must be evaluated "in terms of their real meaning and worth to the individual, the family and the community."⁸ It is important to evaluate continuously rather than wait until the completion of the whole project. In so doing, changes can be made which will avoid problems that were not anticipated from the beginning. If democratic procedures are learned, the whole group must have a chance to evaluate those aspects of living that affect it just as it had the chance to help set goals and make plans.⁹ For growth in and ability to manage cannot be arrived at through a single experience, but must come as a result of increasingly difficult problems that allow for the use of accumulated knowledge gained through participation in daily management. Daily management should not be thought of only as class projects, but should incorporate all of one's daily activities.

The Problem

This is a study of the management of money allocated to selected North Carolina homemaking departments and the extent and value of pupil participation in the management of finances.

It was the purpose of this investigation (1) to determine the total amount of money available through various sources in selected homemaking departments in North Carolina; (2) to determine how the money was distributed for various department needs; (3) to determine the amount of pupil participation in the allocation of funds and in the use of departmental funds as a resource for teaching management through

⁸Loc. cit.

⁹Ibid., p. 6.

planning, selecting, purchasing, and evaluating items bought for the department; (4) to determine evidences of pupil learning through such participation in the management of department funds.

From personal experiences and contacts in the six years of teaching homemaking in North Carolina high schools, the investigator felt that the homemaking education program would be stronger if the management of the department finances included more actual participation by pupils and the lack of its use would indicate a valuable resource being lost in teaching management. Members of the Supervisory Staff of the Department of Public Instruction and Housing and Management staff members of the School of Home Economics at Woman's College, had the same feeling and encouraged a study of the extent of pupil participation in the management of department finances in North Carolina high school homemaking departments.

Method of Investigation

Data for this investigation were secured from schedules which were sent to selected homemaking departments in North Carolina.

Construction of the Schedule

The schedule (Appendix, pp. 56-58) was organized in five sections as follows: I. General information, which dealt with the name of the school, number of teachers, type of department, and total number of pupils. Section II dealt with sources and amount of money. Section III was concerned with the distribution of money for supplies for areas of study and department needs. Section IV dealt with a description of ways in which pupils participated in the management of department money and Section V, with evidences of pupil learning from such participation.

A preliminary schedule was submitted to the members of the investigator's committee for this study. Suggestions from these persons as well as ideas of the State Supervisor of Homemaking Education and the Field Teacher Trainer in Home Economics at Woman's College were incorporated in the revised schedule. This was checked by three graduate students who were former high school homemaking teachers. Suggestions from these former teachers were used to clarify the schedule.

The final schedule was sent to teachers of sixty-one vocational and thirty-nine nonvocational departments in North Carolina who were suggested to the investigator by the Home Economics Supervisory Staff of the Department of Public Instruction as having made an effort toward good management of the finances of the local department. Of these, twenty-one vocational and six nonvocational departments replied.

This relatively small number of replies was disappointing as these were selected departments. However, some explanation may be offered. The schedule required a great deal of thought in recording pupil participation. To teachers who already have many reports to file, this may have seemed only an added burden. A few teachers stated that their financial records were not adequate to give such information as all finances were handled through the principal's or superintendent's office. There had been a change of teachers during the year in a few departments to whom the schedule was sent.

CHAPTER II

DESCRIPTION OF SELECTED

HOMEMAKING DEPARTMENTS

The selected homemaking departments in this study included vocational as well as nonvocational departments in both white and negro schools in all parts of North Carolina.

Number of Teachers

In most cases there was only one teacher in the homemaking department. However, three vocational departments reported two teachers and one reported three teachers. Only one nonvocational department reported as many as two teachers.

Pupil Enrollment

It is evident from this investigation that in the greatest number of departments the pupil enrollment was between fifty-one and 100 (Table I). Sixty-six per cent (or four) of the nonvocational departments and fifty per cent (or ten) of the vocational reported pupil enrollment in this range.

Of the total number of vocational departments studied, fifteen per cent showed enrollment of 1 to 50; fifteen per cent, 101 to 150; fifteen per cent, 151 to 200; only five per cent had 201 and more pupils.

TABLE I

NUMBER OF PUPILS ENROLLED IN HOME MAKING COURSE

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Number of pupils	Number of departments		Per cent of departments	
	Vocational	Nonvocational	Vocational	Nonvocational
1 - 50	3	1	15	17
51 - 100	10	4	50	66
101 - 150	3	-	15	--
151 - 200	3	-	15	--
201 and more	1	1	5	17
Total	20 ^a	6	100	100

^aOne vocational department did not state number of pupils taking home-making. Percentages are based on 20 vocational schools.

A greater range is shown in the nonvocational departments with seventeen per cent (or one) reporting 1 to 50 and seventeen per cent (or one) reporting 201 and more pupils in the department.

In the twenty-six departments (one did not state number of pupils) there were 2670 pupils, an average of 103 pupils per department (Appendix Table A). The smallest vocational department had thirty-five pupils; the largest 347. The smallest nonvocational had thirty-five pupils; the largest 250.

Total Money Available

The total amount of money available was higher in vocational than in nonvocational departments. Almost two-thirds of the vocational departments had \$400 or more; half of the nonvocational had \$200 or more (Table II).

CHAPTER III

SOURCES AND DISTRIBUTION OF TOTAL INCOME

A variety of methods were used to finance the homemaking departments in North Carolina. All vocational departments are supposed to receive some money from the local Board of Education. However, non-vocational departments may or may not receive money from this source. Other possible sources are: pupil fees, gifts from P. T. A. and F. H. A. and other clubs, and money-raising projects carried on by pupils and teachers.

There is no over-all policy in North Carolina in regard to the distribution of money in the individual department. The budget, in most cases, is set up to include supplies for the seven areas of study as well as general department needs.

An attempt was made in this study to determine the total amount of money available, what methods were used to finance the homemaking department in selected North Carolina high schools, and how these funds were distributed for the various needs of the homemaking department.

Total Money Available

The total amount of money available was higher in vocational than in nonvocational departments. Almost two-thirds of the vocational departments had \$400 or more; half of the nonvocational had \$200 to \$399 (Table II).

TABLE II

TOTAL AMOUNT OF MONEY AVAILABLE BY TYPE OF DEPARTMENT¹

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount	Number of departments		Per cent of departments	
	Vocational	Nonvocational	Vocational	Nonvocational
Less than \$200	2	2	9	33
200 - 399	6	3	29	50
400 - 599	4	1	19	17
600 - 799	5		24	
800 and more	4		19	
Total	21	6	100	100

¹For data for each department see Appendix Table A.

The twenty-seven departments reported a total of \$17,530.54 available, an average of \$649.28 per department (Appendix Table A). Of the vocational departments in the study, the smallest amount of money reported was \$63.96; and two reported amounts of \$3,600.57 and \$2,793.83. The two reporting such large amounts of money accounted for this by stating that a new department was being equipped in that particular year.

An average of \$7.24 available per pupil was reported. There was a great variation in the total amount available per pupil. The smallest amount per pupil reported by a vocational department was \$1.62; the largest \$50.80. The nonvocational department with the smallest amount per pupil reported \$1.30; the largest \$6.57.

Vocational departments on the whole had more available per pupil than nonvocational. More than half of the vocational had \$5 or more; half of the nonvocational had \$2 to \$2.99 (Table III).

Sources of Money Available

Money for the operation of the homemaking departments in this study was derived from a number of sources and varied in amounts. The largest sums of money were made possible through pupils' fees and the local Board of Education.

Eighty-eight per cent of the departments received money through pupil fees; eighty-one per cent received money from the Board of Education (Table IV). More than half of the departments received \$150 or more through pupil fees; more than half received \$150 or more from the Board of Education. The smallest amount reported from pupil fees by the vocational departments was \$23.96; the largest \$1,379.19

TABLE III

AMOUNT AVAILABLE PER PUPIL BY TYPE OF DEPARTMENT¹

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount	Number of departments		Per cent of departments	
	Vocational	Nonvocational	Vocational	Nonvocational
\$1 to 1.99	2	1	10	17
2 to 2.99	1	3	5	49
3 to 3.99	4	1	20	17
4 to 4.99	2		10	
5 to 5.99	5		25	
6 to 6.99	1	1	5	17
7 and more	5		25	
Total	20 ^a	6	100	100

¹For data for each department see Appendix Table A.^aOne vocational department did not state number of pupils taking home-making.

(Appendix Table B). In the nonvocational departments \$10 was the smallest amount from pupil fees; \$220 the largest. From the Board of Education the smallest amount received by the vocational departments was \$40 and the largest \$2,392.99. The smallest amount furnished the nonvocational departments by the Board of Education was \$44; the largest \$475.

The departments received relatively little from other sources. More of the departments which received \$150 or less through pupil fees and/or the Board of Education received small sums of money from other sources: gifts from F. H. A., money-raising projects by homemaking pupils and teachers, gifts from P. T. A., and miscellaneous sources (Table IV).

The contribution of gifts by the local Future Homemakers of America organization, in half of the cases less than \$50, was reported by forty-six per cent of the departments. The size of these gifts ranged from \$10 to \$301.23 (Appendix Table B).

Homemaking pupils and teachers sponsored special projects for raising money in fifteen per cent of the departments. Half of them earned \$50 or less and half \$100 to \$199 (Table IV). Less than ten per cent of the departments reported gifts from the Parent Teacher Association. Nineteen per cent reported a balance carried over from the previous year. About thirty-five per cent received money from miscellaneous sources: Ruritan club, sale of old cabinets, cafeteria profit, fair booth, and sources not specified.

Distribution of Money

As would be expected the vocational departments, with more money available, spent more than the nonvocational. The middle third (or six) of the vocational departments spent \$400 to \$599, but only one sixth (or 1) of the nonvocational departments spent as much (Table V).

The departments showed considerable difference in the amount spent. Three vocational departments spent \$1,499.22, \$2,793.83, and \$3,584.94, respectively (Appendix Table C). These large expenditures were reported by departments that had spent a considerable amount on equipment and/or decoration and repair in that particular year. One vocational department spent as little as \$63.96. The largest amount spent by a nonvocational department was \$505; the smallest \$118.

The average total expenditure for these departments was \$625.89 (Table VI). Because of the general nature of a homemaking education program which will adequately meet the needs of the high school pupil, it is necessary to include a number of items in the budget: supplies for areas and the general department needs.

Equipment for the department was the item for which the most money was spent per department, the average being more than \$320. Certainly this was a high average. However, the distribution according to class intervals shows that four departments spent nothing and of the departments spending money for equipment, one-third spent less than \$50, and only a fourth spent more than \$350 (Table VII). Of the departments spending money for equipment, \$2.10 was the smallest amount spent by a department; \$2,643.33 the largest amount--spent for equipping a new department (Appendix Table C).

TABLE V

TOTAL AMOUNT SPENT BY TYPE OF DEPARTMENT¹

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount	Number of departments		Per cent of departments	
	Vocational	Nonvocational	Vocational	Nonvocational
Less than \$200	4	3	22	50
200 - 399	3	2	17	33
400 - 599	6	1	33	17
600 - 799	2		11	
800 and more	3		17	
Total	18 ^a	6	100	100

¹For data for each department see Appendix Table C.^aThree vocational departments did not itemize expenditures.

TABLE VI
AVERAGE AMOUNT OF MONEY SPENT FOR VARIOUS ITEMS¹
(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Items	Average amount spent ²
Supplies for areas	
Foods	\$ 176.15
Clothing	10.41
Family Relationships	4.48
Health	3.17
Housing	2.92
Child Care	2.21
Consumer Economics	1.21
Department needs	
Equipment	320.51
Redecoration and Repair	79.93
Books and Magazines	15.13
Cleaning Supplies	4.64
F.H.A. Expense	1.90
Operating Expense	1.85
Printing and Photos	.78
Office Supplies, Postage	.60
Total	\$ 625.89 ^a

¹For data for each department see Appendix Table C.

²Averages are based on 24 schools reporting distribution of money.

^aDepartments did not necessarily spend in the given year all the money received from the various sources. The average amount available was \$649.28.

TABLE VII

DISTRIBUTION OF MONEY SPENT FOR FOODS, EQUIPMENT,
AND DECORATION AND REPAIR¹

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount	Foods	Equipment	Decoration and Repair
	Number of departments		
0		4	8
\$ 1 - 49	2	6	10
50 - 99	5	3	3
100 - 149	6	1	1
150 - 199	6	3	1
200 - 249	1	2	
250 - 299	1		
300 - 349	1		
350 - 399		2	
400 - 449		1	
450 - 499	1		
500 and more	1	2	1
Total	24 ^a	24 ^a	24 ^a

¹For data for each department see Appendix Table C.^aNo record of expenditure is given for three departments.

The average amount spent per pupil for equipment varied some with the number of homemaking pupils. Two of the four departments having less than fifty pupils spent less than \$2 per pupil and one spent nothing; one third of the departments having 100 or more pupils spent \$3 or more per pupil (Table VIII).

Foods was the subject matter area for which all departments reported the greatest expenditure. The average for all departments was approximately \$176 (Table VI). Half of the departments spent \$100 to \$199 per department for foods, about a third spent less, and about one fifth spent more (Table VII). One nonvocational department with thirty-five pupils spent only \$20.36 for foods while one vocational department with 347 spent \$941.61 (Appendix Table C). This difference does not necessarily indicate the quality of foods work was higher in those departments spending more money. A number of the departments reporting small expenditures for the foods area explained that pupils brought foods from home to supplement those bought with department funds. The money value of these contributions was not indicated.

The enrollment did slightly alter the amount spent per pupil: half (or 2) of the departments with less than fifty pupils spent less than \$1 per pupil, but half (or 3) of the departments with 100 or more pupils spent \$1 to \$1.99 per pupil (Table IX). However, the largest sum was spent by a department with less than fifty pupils.

For decoration and repair of the homemaking department the average amount spent was about \$80 (Table VI). As is shown by the distribution according to class intervals, eight departments spent nothing, about forty per cent spent less than \$50 (Table VII); the

TABLE VIII

AMOUNT SPENT PER PUPIL FOR EQUIPMENT BY NUMBER OF PUPILS

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount spent per pupil ¹	Number of homemaking pupils ²			Total
	Less than 50	50 - 99	100 and more	
0	1	1	2	4
\$.01 to .99	1	5		6
1 to 1.99	1	1	2	4
2 to 2.99		3		3
3 to 3.99			1	1
4 to 4.99		1		1
5 and more	1	2	1	4
Total	4	13	6	23

¹Three schools did not itemize department expenditures.²One school did not give number of homemaking pupils.

TABLE IX

AMOUNT SPENT PER PUPIL FOR THE FOODS AREA BY NUMBER OF PUPILS

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount spent per pupil ¹	Number of homemaking pupils ²			Total
	Less than 50	50 - 99	100 and more	
Less than \$1	2	3	1	6
\$1 to 1.99	1	9	3	13
2 to 2.99		1	2	3
3 to 3.99				
4 to 4.99	1			1
Total	4	13	6	23

¹Three schools did not itemize department expenditures.²One school did not give number of homemaking pupils.

extremes were \$2.90 and \$1,342.42 (Appendix Table C). The amount spent per pupil for decoration and repair was higher in smaller departments than in the larger departments. Of the departments spending money for decoration and repair one-third (or 1) of the departments with less than fifty pupils, twenty per cent (or two) with 50 to 99 pupils, and none of the departments with 100 or more pupils spent more than \$1 per pupil (Table X). The departments with the larger enrollment may not have had more space, but rather may have used their space more intensively.

Books and magazines took a smaller portion of the budget than the above items. The average for the departments studied was about \$15 (Table VI). Five departments spent nothing for this item; the smallest amount spent was \$3.96; the largest \$46.61 (Appendix Table C). The amount spent per pupil was less than \$1 in all departments.

The average expenditure for the clothing area was about \$10 (Table VI). Although the amount was small in comparison with that spent for foods, clothing was the subject matter area for which the second largest amount was spent per department. As little as \$1.50 was reported by one and as much as \$46.65 by another (Appendix Table C). Expenditure per pupil was less than \$1 in all departments.

The average amount spent varied from \$1 to \$5 per department in each of the following subject matter areas: family relationships, health, housing, child care, and consumer economics (Table VI). Since so many departments spent nothing, the investigator did not attempt to show the amount spent per pupil in these areas.

The average amount spent per department was less than \$5 for each of the following items: cleaning supplies, F. H. A. expense, printing and photos, office supplies and postage.

TABLE X

AMOUNT SPENT PER PUPIL FOR DECORATION AND REPAIR
BY NUMBER OF PUPILS

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Amount spent per pupil ¹	Number of homemaking pupils ²			Total
	Less than 50	50 - 99	100 and more	
0	1	3	4	8
\$.01 to .99	2	8	2	12
1 to 1.99				
2 to 2.99		1		1
3 to 3.99				
4 to 4.99	1			1
5 and more		1		1
Total	4	13	6	23

¹Three schools did not itemize department expenditures.

²One school did not give number of homemaking pupils.

CHAPTER IV

PARTICIPATION BY PUPILS IN THE MANAGEMENT OF DEPARTMENT MONEY

One of the basic principles of homemaking education is that pupils learn by doing. It is believed that pupils will gain valuable practical experience and the opportunity to form judgments if they are allowed to help in planning the budget, and in the selection, purchase, and evaluation of items for general departmental use and for the subject matter areas.

The investigator attempted to determine the specific ways in which pupils participated in the management of money in selected North Carolina high school homemaking departments. Investigation revealed that some effort was made by all of these teachers to use the department resources as a learning experience for pupils by allowing them to assist in the management of finances of the department.

The data have been tabulated according to participation in the allocation of funds to classes and areas, and in the planning, selecting, purchasing, and evaluating of the items for general departmental use as well as supplies and illustrative material for the subject matter areas.

Allocation of Funds to Classes and Subject Matter Areas

There was little or no participation by pupils in the allocation of funds between classes. In one school, the teacher and pupils made suggestions at the end of the year for the next school term regarding

the division of money between classes.

There was a very limited amount of participation by pupils in the allocation of money according to subject matter areas. In a few cases the pupils, closely supervised by the teacher, decided in what areas money should be spent and divided the amount into what they thought would be needed in areas to be studied. This was done through general class discussion at the beginning of the year.

Items For General Departmental Use

The items which are included in the operation of the homemaking department discussed in this study are: equipment and cleaning supplies, decoration and repair of the department, and books and magazines for the department.

Equipment and Cleaning Supplies

There was a great deal of participation by pupils in the management of department money for equipment and cleaning supplies. Pupils in twenty departments had 135 different experiences. In most instances all homemaking classes participated, but in a few cases either one homemaking class or a committee--from one class, from all classes, or membership not stated--was the group who did the planning, selecting, purchasing, and evaluating of the items (Appendix Table D). In one department a pupil who clerked in a local store did the purchasing of one item for the department. Departments more often reported participation by pupils in the planning for and selecting of equipment and supplies than in purchase or evaluation (Appendix Table E).

Planning.--The method most frequently used was checking the inventory and condition of equipment--mentioned thirty-seven times. A few specified such times as the beginning of the year, before meal preparation, after working in the laboratory, weekly, or on the basis of experience at home. The inventory was checked with the list in the State bulletin by pupils in two departments.

In two departments pupils listed cleaning supplies which were needed and desired, reporting when the supply was exhausted.

Four departments earned money for planned purchases, a practice not recommended by authorities except under unusual circumstances as it takes too much of a teacher's time from activities which would allow for greater pupil learning.

Selecting.--Pupil selection of equipment and supplies was made by a study of such factors as price (mentioned 8 times), quality (6), model features (3), purchase plan (2), guarantee (1), service available (1), and appropriateness for homes in the community (1).

Comparison of samples, types in the department, types available with those used in homes, and types in the local stores was mentioned seven times. Pupils actually made the decision as to which was preferable in four cases, and made recommendations to a committee in one case.

Helping the teacher was reported in seven instances. Field trips were reported twice and the use of a Consumer's Guide once.

Purchasing.--Pupils more often participated in the purchasing of small equipment rather than large equipment or cleaning supplies. It may have been easier for the teacher to plan such participation since much of the large equipment was purchased through the administration,

frequently without the opinion of the teacher, and cleaning supplies were often bought through the superintendent's or principal's office and given out by the janitor upon request.

Pupils took shopping trips to local stores after the teacher's approval. The purchase was usually made by paying cash or giving a check and getting a receipt (mentioned 9 times). In two instances pupils made purchases with money they had earned for that purpose. The purchase was charged to the department in one instance. In three cases, the purchasing was done by a purchasing agent or the teacher, but pupils offered suggestions. In one department, a pupil who clerked in a local store purchased small equipment with a discount card and in one case pupils purchased under the supervision of the teacher.

Evaluating.--In every case reporting some evaluation of the purchase of equipment and supplies, all homemaking classes participated. This was done in a class discussion of the efficiency (mentioned 4 times), cost (3), usefulness (2), and need (1). Comparisons were also made with similar items previously used in one case. Satisfaction (10) and/or dissatisfaction (1) was expressed with things bought and with the amount available. One department, in which the homemaking teachers selected the cleaning supplies for the department, changed some when complaints were made concerning the effect on the hands or the effectiveness of cleaning.

Decoration and Repair

There was a considerable amount of pupil experience in using money to improve the physical appearance of the department. Pupils in eighteen departments shared in the use of money for this purpose through

seventy-seven different experiences. They participated more often in the planning rather than in selecting, purchasing, or evaluating. All homemaking pupils participated oftener than just one homemaking class-- usually indicated as a class in housing, or a committee of homemaking pupils (Appendix Table F).

Planning.--Twenty-eight examples of pupil participation in the planning for the expenditure of money in the decoration and repair of the department were given. Most of this planning was done through suggestions contributed by pupils in class discussions. In four departments, they were given at the beginning of a housing unit; and in one, after a tour of the department. Pupils in nine instances made the decisions for improvements and in two instances plans were discussed with the teacher.

Selecting.--A number of specific ways in which pupils actually selected necessary materials for the improvement of the department were given. Such features as color (mentioned 2 times), price (1), design (1), texture (1), use (1), fitness with present furnishings (1), and size (1) were considered. Field trips to investigate what was available were mentioned twice. Selection was made in two other departments by comparison of samples secured by pupils and the teacher. One department consulted with the Agriculture teacher concerning an improvement to be made.

Purchasing.--There was very little pupil participation in the purchase of materials for decoration and repair. Pupils in one case bought materials needed for a project from selected samples. Although not stated, pupils in small groups probably took turns in purchasing items rather than all participating at the same time. The teacher, when

making a purchase, was accompanied by pupils in three instances.

Making and Ordering.--In nine cases pupils made some of the improvements and in one instance pupils assumed responsibility for calling the repair man or dropping a note in the "fixer's box." Improvements were made through classes according to ability and experience of the pupils in the class in six of these departments and in three, the projects were carried on in the housing unit.

Evaluating.--In comparison to the amount of pupil sharing in the planning and selecting of materials for department improvement, there was little evidence of real pupil analysis of the results. There was some class discussion of the following factors: appearance (mentioned 3 times), fitness to purpose (2), construction (1), design (1), appropriateness (1), usefulness (1), price (1), quality (1), and economy (1). Two departments reported that pupils expressed satisfaction, which indicates that some thought was given to the value of items purchased.

Books and Magazines

In several departments books and magazines were purchased entirely through the superintendent's office. In some instances, magazines were purchased by the school library; it was not stated whether these were kept in the library or in the homemaking department. However, in about half of the departments there was pupil participation in the use of money for this purpose. In fourteen departments there were thirty-nine pupil experiences--more often in the selecting and evaluating than in the planning and purchasing of the books and magazines. All homemaking

classes participated except in two instances when the F. H. A. officers did the selecting and purchasing (Appendix Table G).

Planning.--Pupils in four departments decided on the area to be represented and in one department the pupils decided the number of books and magazines to buy.

Selecting.--There was more evidence of the pupils sharing in the selecting of books and magazines. Pupils' preferences were used as a basis for selection in five instances. In five departments those which the pupils found most helpful in classroom study were considered when making the selection for another year. Consideration of books which were not available in the library or other local sources occurred three times.

Pupils in several departments used various sources of information about books and magazines when making the selection. In three departments, the pupils' experience with the first copy of the book or magazine was a means of selection. Book reviews were used by one department and use of the teacher's list of suggested books and magazines was used by still another. F. H. A. officers in one department requested books and pamphlets suggested in F. H. A. material for use in their programs.

Purchasing.--There were only three reports of any pupil participation in the purchasing of books and magazines. In one department each, money was sent to the company by the F. H. A. officers, the subscription was made through a class in school which sold magazines, and the subscription was made through an agency.

Evaluating.--All homemaking pupils participated when there was an evaluation. Frequency of use (mentioned 4 times), satisfaction expressed by pupils (3), appeal to pupils (2), ability of pupils to use (1), practicability of material (1), and purpose served (1) were mentioned as means of determining the value of the books and magazines selected.

Supplies and Illustrative Material
For Subject Matter Areas

To determine the amount of pupil participation in the management of department money for supplies and illustrative material for classroom use, data were collected concerning each of the subject matter areas suggested in the Guide to the Teaching of Homemaking in North Carolina Schools. They are: foods, clothing, child care, family relationships, health, consumer economics, and housing.

Foods Area

In twenty-four departments there was pupil participation through eighty-two experiences in the expenditure of money for supplies and illustrative material for the foods area. Pupils did much more planning than selecting, purchasing, or evaluating. There was variation in the groups of pupil who participated: all foods classes, a group, committee, or a few girls (Appendix Table H).

Planning.--There were three phases of planning: budget making, planning meals, and making market orders.

In one department, the pupils discussed the possibilities and limitations of the budget and decided the type of foods work to be done in class, such as whether to have more demonstrations and less meals.

In two departments they determined the amount to spend each meal, while in one department pupils discussed the number of meals to prepare and in one they studied prices.

Meals were planned at a given expense by pupils in seven departments. In six cases, pupils decided the amounts of food to use and in four they planned the meals. It was interesting to note that two cases considered less expensive foods that could be substituted. However, the report did not state that substitution was made. One indicated that food likes of the group were considered.

In five departments, the pupils planned the market order.

Selecting.--There was less selection than planning of foods by pupils. Specification of the brand name was mentioned by one department as a means of pupils participating in the selection of foods. Pupils participated more in the choosing of illustrative material--pictures and illustrations for the bulletin board and show cases (mentioned 5 times), and collection of samples by pupils (1).

Purchasing.--Pupils had some experience in the purchase of supplies for foods work in a relatively large number of departments. In eight instances pupils went to the store and bought the foods on the market order. In one of these cases the pupils bought practically all of the groceries and shopped until they got their money's worth. Pupils in one department paid by check, having a secretary in each homemaking class. They accompanied the teacher in 3 cases and in two departments, pupils ordered groceries from a home-owned store by telephone.

Pupils in one department helped to order illustrative material by filling in coupons and in another, they helped to book films.

Evaluating.--In four departments, pupils decided how to get the most for the money spent and in three departments quality was discussed. The pupils in two departments figured the cost of each laboratory period and made comparisons, while in one instance prices were compared with those paid in the homes. Comments on amounts bought as compared to that needed were made in two cases and in two, brands were compared.

Clothing Area

Pupils in only seven departments participated in the management of money for supplies and illustrative material for the clothing area. They had twenty-four different experiences. These were more often in planning and evaluating rather than selecting and purchasing. All homemaking pupils participated except in two instances when pupils, one at a time, made or assisted with the purchase (Appendix Table I).

Planning.--Homemaking pupils in three departments made studies and lists of needed supplies and in one department the needs were handed to the teacher or a designated pupil. In one department, they planned by checking small clothing equipment on hand with a list of desirable equipment. Pupils in another department decided they needed equipment they could "handle better" and in another they planned to get the most needed items.

Selecting.--The selection of materials by pupils for the clothing area was based on: most desirable item within means, preferences, and pieces of illustrative material which could be used. Each of these was mentioned by only one department.

Purchasing.--Pupils in only two departments did any purchasing of supplies and illustrative material for the clothing area. In one of

these, pupils and the teacher made purchases and in the other, on a few occasions pupils made needed purchases.

Making.--Pupils made illustrative charts for the bulletin boards in two of the departments.

Evaluating.--In one instance, the evaluation was made by comparing items as to price, kind, material, and quality. Pupils in two departments enjoyed using the items selected. In one department pupils purchased similar items for their own homes.

Child Care Area

Pupils in only three departments had twelve different experiences in the management of money for supplies and illustrative material for the child care area. However, all homemaking pupils in these departments participated in the planning, selecting, purchasing, making, and evaluating of the needs for this area.

In one department, pupils carried through several phases of management on one project by helping plan garments for an infant layette, deciding upon material and patterns for the garments in the layette, and purchasing all materials needed for the infant garments they made.

After planning the type of work to be done with the teacher, the pupils in another department listed the items available, what could be borrowed, and how much could be spent. They also saved some of the money in their budget for a toddler's party.

Pupils, in one other department, copied--with little or no cost--desirable equipment, seen in books and magazines, which they evaluated by comparing with ready-made equipment as to cost and quality. They also

selected commercial materials from lists and samples and wrote cards and letters requesting materials.

Other Subject Matter Areas

In the areas of family relationships, health, consumer economics, and housing, there was no pupil participation in the management of department finances.

Perhaps there is a relationship between the fact that there was no participation by pupils in the management of department money for these areas and the fact that little money was spent. Only eight departments spent anything in the family relationship area, six in health, four in consumer economics, and ten in the housing area (other than in the decoration and repair of the department). There is no indication that consideration might have been given to these areas in the planning for the expenditure of money allotted to books and magazines. However, such consideration might have been the case. It must be recognized that these areas can be taught with fewer supplies and less illustrative material which requires expenditure of money.

Reasons For Lack of Participation

The following reasons were given by a number of departments for a lack of participation by pupils in the management of department finances:

- (1) Selection and purchase of items for the department were restricted to the administration. The teacher and principal had to go before the County Superintendent to request equipment in one department.
- (2) Distance from shopping centers prevented pupils from making purchases.
- (3) Teachers were asked to select and purchase equipment prior to the

opening of school.

Additional reasons for the lack of pupil participation may have been: (1) The amount of the total budget for the year's program was not stated or known at the beginning of the year. (2) A charge account at a specific store may have been established and curtailed shopping for items. (3) Some pupils, riding school buses, did not have time for shopping after school. (4) The limited selection available in small towns discouraged pupil participation.

CHAPTER V

EVIDENCES OF PUPIL LEARNING

An attempt was made to determine evidences of pupil learning which may have resulted from participation in the management of department finances.

In all but eight selected North Carolina homemaking departments, homemaking teachers observed some evidence of pupil learning through sharing experiences in the management of department money.

Personal Application

As a result of participation in the planning, selecting, purchasing, and evaluating of items for the homemaking department, a number of teachers noted that pupils improved in their ability to make wise choices of personal items (mentioned 3 times). They spent more time in shopping around to compare products, considering quality and price (2). From experiences in the department regarding money management, pupils also gained an increased consciousness of the value and purchasing power of money (2).

Some teachers observed later application of learning from participation in the management of department finances. Some of the pupils in one department made use of information in later purchases, sometimes changing from one type article to another. Former pupils frequently came back to the department for suggestions and help before

CHAPTER V

EVIDENCES OF PUPIL LEARNING

An attempt was made to determine evidences of pupil learning which may have resulted from participation in the management of department finances.

In all but eight selected North Carolina homemaking departments, homemaking teachers observed some evidence of pupil learning through sharing experiences in the management of department money.

Personal Application

As a result of participation in the planning, selecting, purchasing, and evaluating of items for the homemaking department, a number of teachers noted that pupils improved in their ability to make wise choices of personal items (mentioned 3 times). They spent more time in shopping around to compare products, considering quality and price (2). From experiences in the department regarding money management, pupils also gained an increased consciousness of the value and purchasing power of money (2).

Some teachers observed later application of learning from participation in the management of department finances. Some of the pupils in one department made use of information in later purchases, sometimes changing from one type article to another. Former pupils frequently came back to the department for suggestions and help before

making purchases (1). Observed management practices of pupils establishing their own homes indicated some learning (1).

Home Application

Some of the home projects selected by pupils revealed evidences of learning from participating in the management of department finances (3). One teacher observed, during home visits, improvements which had been made by pupils that seemed to be an outgrowth of a class project involving expenditure of money. Pupils from one department related that their mothers had benefited by doing more careful planning and buying.

Department Application

Pupils had a better understanding of the distribution of funds allocated for department expenditure and how pupil fees were used after having helped to plan the expenditure of this money (2). There was a greater realization of prices, especially of food, and what money would buy (3). There was also more concern for getting money's worth on the part of pupils who helped in the management of department finances (2). They had a better understanding of the importance of planning to make the income cover needs and why certain things could or could not be done in the department (2). In one department pupils complained less about foods served in the lunchroom after planning, preparing, and serving a meal on the cost level used in the lunchroom. Pupils showed greater interest in the department and assumed more responsibility in caring for the equipment (7). The teacher in one department said that the pupils seemed to understand more clearly the purposes of homemaking classes as a result of participation in the management of department finances.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

It was the purpose of this study (1) to determine the total amount of money available through various sources in selected North Carolina homemaking departments; (2) to determine how the money was distributed for various department needs; (3) to determine the amount of pupil participation in the allocation of funds and in the use of departmental funds as a resource for teaching management through the planning, selecting, purchasing, and evaluating of items bought for the department; (4) to determine evidences of pupil learning through such participation in the management of department funds.

Data were secured from schedules sent to homemaking teachers in North Carolina who were suggested by the Home Economics Supervisory Staff of the Department of Public Instruction as having made an effort toward good management of the finances of the local department. Twenty-one vocational and six nonvocational departments replied.

About ninety per cent of the departments had only one teacher. A little over half of the departments had a pupil enrollment of 51 to 100.

Money Available

Almost half of the departments had less than \$400 available per department and almost half had less than \$4 per pupil. The homemaking departments were financed mainly through pupil fees and the local Board

of Education. More than half of the departments received \$150 or more through pupil fees; more than half received \$150 or more from the Board of Education.

Money Spent

The lowest amount spent was \$63.96; the three highest expenditures, \$3,584.94, \$2,793.83, and \$1,499.22, were spent by departments who were equipping and/or decorating or repairing in that particular year. The average amount spent per pupil was \$6.07; the lowest amount spent was \$1.30; the highest, \$50.80.

General department needs.--Equipment and decoration and repair were the items for which the largest amounts of money were spent. For equipment, the average amount spent per department was \$320; the lowest amount spent was \$2.10; the highest, \$2,643.33. For decoration and repair, the average amount spent was \$80; the lowest spent was \$2.90; the highest, \$1,342.42.

Subject matter areas.--Supplies and illustrative material for foods accounted for a larger sum of money than any other subject matter area. The average for all departments was \$176; the lowest spent was \$20.36; the highest, \$941.61. The average expenditure per pupil for all departments was \$1.80; the lowest amount spent per pupil was \$0.58; the highest, \$4.52. For the clothing area the average expenditure was \$10 per department. For the following subject matter areas: family relationships, health, housing, child care, and consumer economics, many departments spent nothing, but the average amount spent varied from \$1 to \$5.

Vocational versus nonvocational.--Vocational departments had more money available per department and per pupil than the nonvocational. They also spent more per department and per pupil.

Large versus small departments.--The larger departments spent slightly more for equipment per pupil than the smaller departments. They may not have had many more facilities, but probably used their facilities more intensively. In smaller departments the amount spent for decoration and repair per pupil was slightly larger. No value was indicated for food supplies brought from home by individual pupils.

Participation of Pupils in Financial Management

In the allocation of department money to classes and/or subject matter areas, there was pupil participation in only a few departments. Management of money for the general departmental needs showed more pupil experiences than the management of money for the subject matter areas. For equipment and cleaning supplies, pupils had a great many more experiences in the management of department money than for any other single item in the budget.

Pupils who participated.--All homemaking pupils participated in the experiences of managing department money for items of general departmental use as well as for the subject matter areas, in most all of the cases (Table XI). One homemaking class was also involved, in a few instances, in the management of money for equipment and cleaning supplies, and decoration and repair of the department. Occasionally a committee was used in connection with the spending of money for these items. Groups, possibly the pupils working together in each unit

TABLE XI

SUMMARY OF PUPILS WHO PARTICIPATED IN THE MANAGEMENT OF DEPARTMENT FINANCES

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

	Number of cases of participation					
	General departmental needs			Subject matter areas		
	Equipment and cleaning supplies	Decoration and repair	Books and Magazines	Foods	Clothing	Child Care
Number of departments	20	18	14	24	7	3
Pupils who participated						
All homemaking pupils	117	63	37	69	22	12
One homemaking class	7	6				
Committee from --						
one homemaking class	2					
all classes	2					
membership not stated	6	8		2		
Group				9		
Few girls (1, 2, or 3)				2		
F. H. A. officers			2			
Pupils, one at a time	1				2	
All groups who participated	135	77	39	82	24	12

kitchen, frequently participated in the expenditure of money for foods work. F. H. A. officers, in one instance, participated in the management of money for books and magazines. Pupils, one at a time, participated in the management of money for equipment in one case and the clothing area in two cases.

Phases of management in which pupils participated.--Planning was the phase of management in which pupils participated ~~in~~ most often; this was particularly true for supplies and illustrative materials for the foods area, and for decoration and repair, and equipment and cleaning supplies for the department (Table XII).

Selecting was also a phase in which pupils participated frequently--especially in selection of equipment and cleaning supplies, and books and magazines for the department.

Evaluating, while less frequent, was stressed in the management of department money for supplies and illustrative materials for the clothing area and for books and magazines for the department.

Purchasing and making or ordering were the phases of financial management least often participated in by the pupils.

Ways in which they participated.--A summary of the ways in which pupils participated in the management of homemaking department finances and some recommended ways in which pupils might participate are presented in Table XIII.

TABLE XII

SUMMARY OF NUMBER OF PUPIL EXPERIENCES IN THE MANAGEMENT OF DEPARTMENT FINANCES BY
NEEDS AND SUBJECT MATTER AREAS

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

	Number of cases of participation						Total
	General departmental needs			Subject matter areas			
	Equipment	Decoration	Books	Foods	Clothing	Child	
	and cleaning	and repair	and magazines			care	
Planning	43	28	5	36	8	5	125
Selecting	48	19	19	13	4	2	105
Purchasing	17	6	3	15	2	2	45
Making and ordering		10		2	2	2	16
Evaluating	27	14	12	16	8	1	78

TABLE XIII

SUMMARY OF WAYS PUPILS PARTICIPATED IN THE MANAGEMENT OF DEPARTMENT FINANCES
AND SUGGESTED WAYS THEY MAY PARTICIPATE

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways pupils participated	Other ways in which they may participate
General department needs	
Equipment and cleaning supplies	Teacher may lead pupils in making long-range plans for addition of equipment.
Checked inventory and condition of equipment at various times	
Checked with list of suggested equipment in State bulletin	When it is necessary for the administration to buy large equipment, pupils and teacher may make a study of various types and models and their features to determine the best for the department and submit recommendation to the administration.
Earned money for certain items	
Listed cleaning supplies needed and desired	Teacher may ask several girls to help in making the selection of equipment when this is necessary prior to the opening of school.
Studied features of available equipment and cleaning supplies	
Took field trips	Classes may study effectiveness of various cleaning agents and decide which ones best meet the needs of the department. Amounts needed may be determined for the entire year and purchased at one time. Such experience could be had for a relatively small sum of money.
Compared items available	
Made decision as to which was preferable	
Took shopping trips	

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
<p>Equipment and cleaning supplies (continued)</p> <p>Made suggestions to the purchasing agent or teacher</p> <p>Class discussed merits of equipment</p>	<p>Free samples received through coupons in Home Economics professional magazines may be used to teach selection and to try new product.</p> <p>As pupils assume responsibility for taking inventory, they may evaluate equipment as to its use.</p>
<p>Decoration and repair</p> <p>Suggested improvements in class</p> <p>Made decisions for improvements</p> <p>Studied feature of furnishings</p> <p>Took field trips</p> <p>Compared samples</p> <p>Consulted Agriculture teacher</p> <p>Bought materials from samples selected</p> <p>Made improvements in various classes</p> <p>Discussed features of furnishings purchased</p>	<p>Teacher may lead pupils in making long-range plans for decoration and repair of the department.</p>

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
Books and magazines	
Decided area to be represented and number to buy	Pupils, with help of the teacher, might survey books in the department as to date of publication and compare these with the most recent publications in the various subject matter areas.
Used various sources of information about books and magazines	
Selected on basis of pupil preferences, helpfulness to pupils, and supplemental sources	
Sent subscription	
Evaluated according to	
Frequency of use	
Satisfaction of pupils	
Appeal to pupils	
Ability of pupils to use	
Practicability of material	
Purposes served	
Subject matter areas	
Foods	
Planned budget for foods work	When pupils bring food supplies from home the value of these items could be estimated and posted with income and food expenditures.
Planned meals to prepare, sometimes at given expense	
Made market order	

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
Foods (continued)	
Selected foods	
Contributed illustrations for bulletin boards and show cases	
Went to store to purchase foods on market order	
Helped order free illustrative material	
Figured cost of each lab. period and made comparisons	
Decided how to get the most for money spent	
Considered quality, price, and compared amounts bought with amounts needed	
Clothing	
Checked small equipment with list of desirable equipment	An evaluation of large and small equipment during the clothing unit might disclose needed items as well as the usefulness and adequacy of the articles on hand.
Made studies and lists of needed supplies	
Handed needs to the teacher or a designated pupil	
Selected most desirable item within means	
Indicated preferences	

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
Foods (continued)	
Selected foods	
Contributed illustrations for bulletin boards and show cases	
Went to store to purchase foods on market order	
Helped order free illustrative material	
Figured cost of each lab. period and made comparisons	
Decided how to get the most for money spent	
Considered quality, price, and compared amounts bought with amounts needed	
Clothing	
Checked small equipment with list of desirable equipment	An evaluation of large and small equipment during the clothing unit might disclose needed items as well as the usefulness and adequacy of the articles on hand.
Made studies and lists of needed supplies	
Handed needs to the teacher or a designated pupil	
Selected most desirable item within means	
Indicated preferences	

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
Clothing (continued)	
Made needed purchases occasionally	
Made illustrative charts	
Discussed features of items purchased	
Child care	
Planned garments for infant layette	
Planned type of work to be done in the area and planned the budget, listing supplies on hand or available through borrowing	
Decided upon patterns and materials for garments in layette	
Purchased materials needed for infant layette	
Wrote cards and letters requesting materials	
Made layette	
Copied with little or no cost equipment seen in books and magazines	
Compared home-made equipment with ready-made as to cost and quality	

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
<p>Housing</p> <p>The decoration and repair projects (mentioned above) are often done in the housing unit.</p>	<p>Pupils may plan and arrange storage centers in the department for supplies and illustrative material for various subject matter areas. This would conserve money through care of these items.</p>
<p>Family Relationships, Consumer Economics, and Health</p> <p>There is overlapping between these and other subject matter areas. Therefore, supplies and illustrative material for other areas contribute to these areas.</p> <p>Consumer economics and Health are not taught in units as such in the first year homemaking, but as they are applied in other areas.</p> <p>These are areas which can be taught effectively with less expenditure of money since pupils' experiences and community resources may be drawn upon to a great extent.</p>	<p>With only a limited amount of money to spend in these areas, pupils and teacher may make long-range plans for adding supplies and illustrative materials for these areas. A definite amount of money might be set aside for reference material in these areas in order that it might be kept up to date.</p> <p>Pupils may assemble a first aid kit for use in the department.</p> <p>Pupils might evaluate the department and the school from a safety angle.</p>

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
<p>Housing</p> <p>The decoration and repair projects (mentioned above) are often done in the housing unit.</p>	<p>Pupils may plan and arrange storage centers in the department for supplies and illustrative material for various subject matter areas. This would conserve money through care of these items.</p>
<p>Family Relationships, Consumer Economics, and Health</p> <p>There is overlapping between these and other subject matter areas. Therefore, supplies and illustrative material for other areas contribute to these areas.</p> <p>Consumer economics and Health are not taught in units as such in the first year homemaking, but as they are applied in other areas.</p> <p>These are areas which can be taught effectively with less expenditure of money since pupils' experiences and community resources may be drawn upon to a great extent.</p>	<p>With only a limited amount of money to spend in these areas, pupils and teacher may make long-range plans for adding supplies and illustrative materials for these areas. A definite amount of money might be set aside for reference material in these areas in order that it might be kept up to date.</p> <p>Pupils may assemble a first aid kit for use in the department.</p> <p>Pupils might evaluate the department and the school from a safety angle.</p>

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
All areas	<p data-bbox="942 480 1698 596">Pupils and teacher may make an accumulative list of needed items or suggestions regarding needs of the department to be reviewed at regular intervals during the school year as a guide in purchasing.</p> <p data-bbox="942 629 1698 745">When impossible for pupils to assist in making the selection of items for the department, the teacher might suggest several possible choices, explaining why a certain one has to be decided upon.</p> <p data-bbox="942 773 1698 943">In communities where selection is limited, exhibits from large stores, which have been set up to encourage comparative shopping, may be used as a means of getting pupils' participation. Usually these are available without cost except for return postage.</p> <p data-bbox="942 976 1698 1058">More opportunity should be given for decision making on the part of pupils as this develops judgment and will give basis for future decisions.</p> <p data-bbox="942 1091 1698 1174">Mail order service and approval service offer opportunity for pupil participation in the selection of items for the department.</p> <p data-bbox="942 1207 1698 1323">Teacher may take various groups of pupils shopping for department needs during the year to afford more opportunity for pupil experience in making purchases.</p>

TABLE XIII (Continued)

Ways pupils participated	Other ways in which they may participate
All areas (continued)	A great effort should be made to provide opportunity for all pupils to participate in the evaluation especially when it is impossible for pupils to share in the selecting and purchasing of items for the department.

Evidences of Pupil Learning

Sharing in the management of the department finances provided learning for the pupils. This was observed by the teachers through: improved practices in handling personal finances, interest shown in the welfare of the department and greater responsibility assumed in its care by pupils, and application of some learned principles regarding money management in their homes by pupils.

Recommendations for Further Study

A similar study of ways in which high school homemaking teachers use the department resources to teach the management of time, energy, and material resources would be meaningful. Also, a similar study might be made of ways in which high school homemaking teachers use pupils' personal experiences in teaching the management of money, time, energy, and material resources.

REFERENCES

1. BOOKS

Anderson, Daniel S., and Mildred Anderson. *The Treatment of Insanity*. New York: Grigson-Warlick Company, 1941. 200 pp.

Spafford, Emil. *Psychiatry in Treatment*. New York: New York State Bar Association, 1941. 100 pp.

2. UNPUBLISHED MATERIAL

Report of the Sub-Committee on Case Management, National Conference on Family Life, 1941, 1942. Unpublished material. 8 pp.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Hatcher, Hazel M., and Mildred Andrews, The Teaching of Homemaking.
New York: Houghton Mifflin Company, 1945. 484 pp.

Spafford, Ivol, Fundamentals in Teaching Home Economics. New York:
John Wiley and Sons, Inc., 1942. 490 pp.

B. UNPUBLISHED MATERIAL

Report of the Sub-Committee on Home Management, National Conference on
Family Life, April, 1948. Mimeographed material. 8 pp.

Department of Education of the State of North Carolina
High School Accounting Department, 1921 - 1922

Name of school _____ County _____

Address of school _____

Teacher of Accounting _____

Accounting Department: Theoretical _____ Experimental _____

Total number of pupils taken accounting this school year _____

Division according to response: I year _____ II year _____ III year _____

Total amount of money for the department this school year \$ _____

Amount through public law _____

Amount through board of education _____

Gifts of money to department through I & II _____

Gifts of money to department through III _____

Gifts of money to department other sources _____

APPENDIX

Name	Distribution of Money							
	School				Per capita			
					(To be calculated by Miss Allport)			
	I	II	III	Total	I	II	III	Total
Supplies for								
Arithmetic								
Books								
Covering								
Blank work								
Paper								
Stationery								
Ink								
Eraser								
Pencil								
Ruler								
Compass								
Protractor								
Drawing materials								
Miscellaneous								
Total								

Management of Finances in Selected North Carolina
High School Homemaking Departments, 1951 - 1952

Name of school _____ County _____

Address of school _____

Teachers of homemaking _____

Homemaking department: Vocational _____ Nonvocational _____

Total number of pupils taking homemaking this school year _____

Division according to classes: I year _____ II year _____ III year _____

Total amount of money for the department this school year \$ _____

Amount through pupil fees \$ _____

Amount through Board of Education \$ _____

Gifts of money to department through P T A \$ _____

Gifts of money to department through F H A \$ _____

Gifts of money to department through other source: _____ \$ _____

Items	Distribution of Money							
	Amount				Percentage			
					(To be calculated by Miss Allison)			
	Year				Year			
	I	II	III	Total	I	II	III	Total
Supplies for								
Areas								
Foods	\$	\$	\$	\$	%	%	%	%
Clothing								
Child Care								
Family								
Relations								
Health								
Consumer								
Economics								
Housing								
Equipment								
Cleaning Supplies								
Redecoration and								
Repairs								
Books and								
Magazines								
Total								

Describe the ways in which pupils participate in the management of department money. Do not include money spent by pupils for their personal materials. Do not include management of teacher alone or of administration. Be as specific as possible in your description. Continue on the back of page 1 if space is not adequate.

Item	Planning	Selection	Purchase	Evaluation of purchase
Allocation between classes				
Allocation between areas of homemaking				
Large equipment for department				
Small equipment for department				
Cleaning supplies for department				
Redecoration and repair of department				
Books and magazines for department				

Item	Planning	Selection	Purchase	Evaluation of Purchase
Supplies and illustrative material for class work				
Foods				
Clothing				
Child Care				
Family Relations				
Health				
Consumer Economics				
Housing				
What are the evidences of pupil learning from such participation? (Continue on back of page 2 if space is needed.)				

APPENDIX TABLE A

TOTAL AMOUNT OF MONEY AVAILABLE AND AMOUNT
AVAILABLE PER PUPIL FOR EACH DEPARTMENT

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Record Number	Total Money	Total Pupils	Amount Per Pupil
Vocational ¹			
20	\$ 2,793.83	55	\$ 50.80
9	1,508.02	70	21.54
1	573.41	40	14.33
7	735.79	65	11.32
19	3,600.57	347	10.38
12	234.49	35	6.70
15	609.39	103	5.92
3	664.89	119	5.58
11	512.84	92	5.57
27	512.00	98	5.22
14	414.65	82	5.06
16	682.00	158	4.32
6	290.00	72	4.03
13	268.02	72	3.72
8	214.00	60	3.57
2	295.38	87	3.40
5	600.00	178	3.37
10	343.50	172	2.00
17	63.96	37	1.73
18	180.00	111	1.62
Nonvocational			
21	230.00	35	6.57
24	234.00	73	3.21
22	240.00	88	2.73
23	545.00	250	2.18
25	174.00	80	2.18
26	118.00	91	1.30
Total	\$17,530.54	2,670	\$188.35
Average	\$ 649.28	102.69	\$ 7.24

¹One vocational department, which received \$892.80, did not state number of pupils. Averages are based on 26 departments.

APPENDIX TABLE B

AMOUNT OF MONEY FROM VARIOUS SOURCES FOR EACH DEPARTMENT

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Record Number	Sources of Income							Total
	Pupil Fees	Board of Education	Gifts from F. H. A.	Other	Balance from previous year	Money-raising Projects by homemaking pupils	Gifts from P. T. A.	
Vocational								
1	\$ 93.75	\$ 310.00	\$ 0	\$ 0	\$ 0	\$134.66	\$35.00	\$ 573.41
2	184.00	82.00	0	0	0	18.85	0	295.38
3 ^a								664.89
4	313.50	100.00	75.00	0	244.43	159.87	0	892.80
5	0	600.00	0	0	0	0	0	600.00
6	170.00	120.00	0	0	0	0	0	290.00
7	0	434.56	301.23	0	0	0	0	735.79
8	120.00	60.00	14.00	20.00	0	0	0	214.00
9	105.00	1,392.42	0	9.60	0	0	0	1,508.02
10	0	320.00	23.50	0	0	0	0	343.50
11	227.50	184.00	0	101.34	0	0	0	512.84
12	66.00	46.02	106.32	0	16.15	0	0	234.49
13	122.00	0	64.97	0	81.05	0	0	268.02
14	164.00	83.00	25.50	55.00	0	0	0	414.65
15	145.00	361.65	62.38	0	40.36	0	0	609.39
16	474.00	158.00	0	50.00	0	0	0	682.00
17	23.96	40.00	0	0	0	0	0	63.96
18	180.00	0	0	0	0	0	0	180.00
19	1,379.19	2,119.23	0	102.15	0	0	0	3,600.57
20	175.00	2,392.99	145.00	65.00	15.84	0	0	2,793.83
27	245.00	192.00	25.00	0	0	0	50.00	512.00

APPENDIX TABLE B (Continued)

Record Number	Sources of Income							Total
	Pupil Fees	Board of Education	Gifts from F. H. A.	Other	Balance from previous year	Money-raising Projects by homemaking pupils	Gifts from P. T. A.	
Nonvocational								
21	\$ 30.00	\$ 0	\$ 0	\$200.00	\$ 0	\$ 0	\$ 0	\$ 230.00
22	220.00	0	20.00	0	0	0	0	240.00
23	70.00	475.00	0	0	0	0	0	545.00
24	219.00	0	10.00	0	0	0	0	234.00
25	110.00	44.00	0	0	0	20.00	0	174.00
26	10.00	84.00	0	24.00	0	0	0	118.00

^aOne vocational school did not itemize the sources.

APPENDIX

AVERAGE AMOUNT OF MONEY SPENT FOR

(21 vocational and 6 nonvocational

Record Number	Supplies for Areas						
	Foods	Clothing	Child Care	Family Relation- ships	Health	Consumer Economics	Housing
Vocational							
1	\$ 181.07	\$ 12.00	\$ 3.00	\$ 2.00	\$ 0	\$ 0	\$ 4.00
2	162.00	33.75	0	0	7.80	20.69	16.14
3	323.28	46.65	0	6.60	0	0	0
4	201.64	20.50	6.50	3.25	4.25	2.25	3.75
5	273.40	26.50	12.50	2.50	3.00	2.00	2.50
6	130.00	0	0	0	0	0	0
7	113.00	0	0	0	0	0	0
8 ¹							
9	60.00	7.46	0	0	0	0	0
10 ¹							
11	162.00	6.82	0	3.42	0	0	0
12	50.00	0	0	0	8.04	0	9.90
13	61.74	4.59	5.00	3.75	0	0	0
14	151.63	0	0	0	0	0	0
15	102.17	1.50	0	80.04	0	0	8.32
16 ¹							
17	32.00	3.00	10.00	6.00	0	0	4.00
18	180.00	0	0	0	0	0	0
19	941.61	0	0	0	0	0	0
20	155.59	13.00	0	0	0	0	6.00
27	100.00	0	0	0	0	0	0
Nonvocational							
21	20.36	18.00	6.00	0	0	0	5.40
22	105.00	0	0	0	0	0	0
23	455.00	0	0	0	50.00	0	0
24	120.00	30.00	0	0	0	0	10.00
25	95.00	16.00	10.00	0	3.00	4.00	0
26	55.00	10.00	0	0	0	0	0
Total	\$4,231.49	\$249.77	\$53.00	\$107.56	\$76.09	\$28.94	\$70.01
Average	176.15	10.41	2.21	4.48	3.17	1.21	2.92

¹No record of expenditures was given. Averages based on 24 schools.

TABLE C

VARIOUS ITEMS BY EACH DEPARTMENT

departments in North Carolina, 1951-2)

Department Needs								Totals
Equipment	Cleaning	Decora-	Books	Print-	Office	Opera-	F.H.A.	
	Supplies	tion	and	ing	Supplies	ting	Ex-	
	and	and	Maga-	and	Postage	Expense	pense	
	Repair	Repair	zines	Photos				
\$ 356.46	\$ 3.50	\$ 0	\$ 11.38	\$ 0	\$ 0	\$ 0	\$ 0	\$ 573.41
0	0	15.00	40.00	0	0	0	0	295.38
200.00	0	0	46.61	18.75	0	23.00	0	664.89
85.58	0	67.08	25.50	0	14.45	0	0	434.75
198.50	18.00	15.60	45.50	0	0	0	0	600.00
150.00	0	0	10.00	0	0	0	0	290.00
415.62	1.84	0	9.00	0	0	0	0	539.46
50.00	7.86	1,342.42	31.88	0	0	0	0	1,499.62
184.00	15.96	65.64	16.16	0	0	21.49	0	475.49
65.81	5.10	3.00	12.91	0	0	0	0	154.76
29.00	5.74	9.04	0	0	0	0	45.70	164.56
235.00	5.77	0	22.25	0	0	0	0	414.65
361.65	5.11	6.00	0	0	0	0	0	564.79
2.10	0	2.90	3.96	0	0	0	0	63.96
0	0	0	0	0	0	0	0	180.00
2,643.33	0	0	0	0	0	0	0	3,584.94
2,467.99	16.35	122.90	12.00	0	0	0	0	2,793.83
125.00	15.00	62.00	20.00	0	0	0	0	322.00
0	0	160.00	18.00	0	0	0	0	227.76
23.40	6.20	5.80	10.00	0	0	0	0	150.40
0	0	0	0	0	0	0	0	505.00
40.00	5.00	20.00	9.00	0	0	0	0	234.00
30.00	0	6.00	10.00	0	0	0	0	174.00
29.00	0	15.00	9.00	0	0	0	0	118.00
\$7,692.44	\$111.43	\$1,918.38	\$363.15	\$18.75	\$14.45	\$44.49	\$45.70	\$15,025.65
320.51	4.64	79.93	15.13	0.78	0.60	1.85	1.90	626.07

APPENDIX TABLE D

PUPILS WHO PARTICIPATED IN THE MANAGEMENT OF MONEY
FOR LARGE AND SMALL EQUIPMENT AND CLEANING SUPPLIES

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Pupils who participated	Item		
	Large equipment	Small equipment	Cleaning supplies
All homemaking pupils	31	62	24
One homemaking class	1	4	2
Committee from:			
one homemaking class	1		1
all classes	2		
membership not stated . . .		5	1
One pupil (clerked in local store)		1	

APPENDIX TABLE E

WAYS IN WHICH PUPILS PARTICIPATED IN THE MANAGEMENT
OF MONEY FOR LARGE AND SMALL EQUIPMENT
AND CLEANING SUPPLIES

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Item		
	Large equipment	Small equipment	Cleaning supplies
Planning			
Checked inventory and condition of equipment			
Before meal preparation		1	
Beginning of year		1	
After working in lab.		1	
Weekly			1
On basis of experience at home .			1
Time not stated, but as needed .	8	15	7
Checked inventory with list in state bulletin		2	
Earned money for planned purchases .	1	3	
Helped list items needed and desired Reported when supply was exhausted			2
Selecting			
Studied features			
Price	4	3	1
Quality	1	4	1
Model features	2	1	
Purchase plan	2		
Guarantee	1		
Service available	1		
Appropriateness for homes in the community			
Fuel used	1		
Details not stated	1	1	2

¹Many departments used more than one of these methods of pupil participation.

APPENDIX TABLE E (Continued)

Ways in which pupils participated	Item		
	Large equipment	Small equipment	Cleaning supplies
Selecting (continued)			
Compared			
Types in local stores		3	
Samples			1
Types in department		1	
Types available with those used in homes		1	1
Made decision as to which was preferable		3	1
Made recommendations to a committee		1	
Took field trips	1	1	
Used a <u>Consumer Guide</u>			1
Helped teacher	2	4	1
Purchasing			
Took shopping trips to local stores after teacher approval			
Paid cash or check and got receipt	1	6	2
Made purchase with money earned		2	
Charged to department		1	
Suggested to purchasing agent or teacher	2	1	
Purchased with discount card		1	
Made purchase under teacher supervision		1	

APPENDIX TABLE E (Continued)

Ways in which pupils participated	Item		
	Large equipment	Small equipment	Cleaning supplies
Evaluating			
Discussed in class the merits after and during use			
Efficiency			4
Cost	1	1	1
Usefulness	1	1	
Need	1		
Characteristics not stated . . .	1	4	
Compared with that previously used	1		
Expressed satisfaction with things bought	1	4	
Expressed satisfaction with amount available	1	4	
Expressed dissatisfaction with amount available			1

APPENDIX TABLE F

PARTICIPATION OF PUPILS IN THE MANAGEMENT OF
MONEY FOR DECORATION AND REPAIR

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Departments in which pupils participated		
	All home- making pupils	One home- making class	Committee of home- making pupils
Planning			
Suggested improvements in class			
Beginning of housing unit	3	1	
After tour of department	1		
Time not stated	10	1	1
Made decisions for improvements	5	2	2
Discussed with teacher	2		
Selecting			
Studied features of furnishings			
Color	2		
Price	1		
Design	1		
Texture	1		
Use	1		
Fitness with present furnishings	1		
Size	1		
Features not stated	3		
Took field trip to see what is available	1		1
Compared samples secured by pupils and teacher	2		
Consulted with agriculture teacher about practicability of sanding floor	1		
Method not stated	2		1

¹Many departments used more than one of these methods of pupil participation.

APPENDIX TABLE F (Continued)

Ways in which pupils participated	Departments in which pupils participated		
	All home-making pupils	One home-making class	Committee of home-making pupils
Purchasing			
Bought materials needed for project from samples selected	1	1	1
Accompanied teacher	1		2
Ordering			
Called repair man or dropped note in fixer's box	1		
Making			
Participated in making improvements through classes according to ability and experience	5	1	
Carried on projects in housing unit	3		
Evaluating			
Discussed furnishings in class as to			
Appearance	3		
Fitness to purpose	2		
Construction	1		
Design	1		
Appropriateness	1		
Usefulness	1		
Price	1		
Quality	1		
Economy	1		
Expressed satisfaction	2		

APPENDIX TABLE G

PARTICIPATION OF PUPILS IN THE MANAGEMENT
OF MONEY FOR BOOKS AND MAGAZINES

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Departments in which pupils participated	
	All homemaking pupils	F. H. A. officers
Planning		
Decided area to be represented	4	
Decided number to buy	1	
Selecting		
Basis of selection		
Pupil preferences	5	
Those helpful in classroom study . . .	5	
Books unavailable in Library or local sources	3	
Considered sources of information about books and magazines		
Pupil experience with first copy of books and magazines	3	
Book reviews	1	
Books and pamphlets suggested in F. H. A. material for use in these programs		1
Teacher's list	1	
Purchasing		
Sent money to company		1
Subscribed through class in school who sells magazines	1	
Made through agency	1	

¹Many departments used more than one of these methods of pupil participation.

APPENDIX TABLE G (Continued)

Ways in which pupils participated	Departments in which pupils participated	
	All homemaking pupils	F. H. A. officers
Evaluating		
Frequency of use	4	
Expression of satisfaction	3	
Appeal to pupils	2	
Ability of pupils to use	1	
Practicability of material	1	
Purpose served	1	

APPENDIX TABLE H

PARTICIPATION OF PUPILS IN THE MANAGEMENT OF
MONEY FOR SUPPLIES AND ILLUSTRATIVE MATERIAL
FOR THE FOODS AREA

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Departments in which pupils participated		
	All foods classes	Group Committee	Few girls (1, 2, or 3)
Planning			
Budget for foods work			
Discussed possibilities and limitations and decided type of work to be done - more demonstrations, less meals . . .	1		
Determined amount to spend each meal	2		
Discussed number of meals to prepare	1		
Studied prices	1		
Meals			
Planned meals at given expense	7		
Decided amounts of food to use	6	1	
Planned meals	4	1	
Considered less expensive foods that could be substituted . . .	2		
Considered likes of group	1		
Market Order			
Turned in to teacher for o.k. . .	4	1	
Nature of planning not stated . . .	3	1	

¹Many departments used more than one of these methods of pupil participation.

APPENDIX TABLE H (Continued)

Ways in which pupils participated	Departments in which pupils participated			
	All foods classes	Group	Committee	Few girls (1, 2, or 3)
Selecting				
Foods				
Specified brand name	1			
Method not stated	5	1		
Illustrative Material				
Contributed pictures and illustrations for bulletin board and show cases	4		1	
Collect samples and available information	1			
Purchasing				
Went to store and bought foods on market order	4	4		
Bought practically all groceries and shopped until they got money's worth	1			
They paid with check - had secretary in each class	1			
Accompanied teacher	1		1	1
Ordered by phone from home-owned grocery	2			
Ordering				
Helped order free material - filled in coupons	1			
Helped book films				1

APPENDIX TABLE H (Continued)

Ways in which pupils participated	Departments in which pupils participated		
	All foods classes	Group	Committee Few girls (1, 2, or 3)
Evaluating			
Decided how to get most for money spent	4		
Figured cost of each lab. period and made comparisons	2		
Compared prices with those paid in homes	1		
Discussed quality	3		
Commented on amounts bought as compared to that needed	2		
Compared various brands	2		
Commented in class discussions	2		

APPENDIX TABLE I

PARTICIPATION OF PUPILS IN THE MANAGEMENT OF
MONEY FOR SUPPLIES AND ILLUSTRATIVE MATERIAL
FOR THE CLOTHING AREA

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Departments in which pupils participated	
	All home- making pupils	Pupils one at a time
Planning		
Made studies and lists of needed supplies	3	
Checked small equipment with list of desired equipment	1	
Got most needed items	1	
Decided they needed equipment they could "handle better"	1	
Handed needs to the teacher or a designated pupil	1	
Nature of planning not stated . .	1	
Selecting		
Selected most desirable item within means	1	
Indicated preference	1	
Decided upon kind	1	
Chose pieces (illustrative material) which could be used .	1	
Purchasing		
Purchased by teacher and pupil . .		1
Made needed purchase on a few occasions		1

¹Many departments used more than one of these methods of pupil participation.

APPENDIX TABLE I (Continued)

Ways in which pupils participated	Departments in which pupils participated	
	All home-making pupils	Pupils one at a time
Making		
Made illustrative charts for bulletin boards	2	
Evaluating		
Compared items		
Price	1	
Kind	1	
Material	1	
Quality	1	
Purchased (similar items) for own home	1	
Enjoyed using the items selected	2	
Made comments	1	

APPENDIX TABLE J

PARTICIPATION OF PUPILS IN THE MANAGEMENT OF
MONEY FOR SUPPLIES AND ILLUSTRATIVE MATERIAL
FOR THE CHILD CARE AREA

(21 vocational and 6 nonvocational departments in North Carolina, 1951-2)

Ways in which pupils participated ¹	Departments in which all homemaking pupils participated
Planning	
Helped plan garments for infant layette	1
Planned with teacher type of work to be done . . .	1
Listed supplies on hand or available through borrowing	1
Saved amount for toddlers' party	1
Decided how much could be spent	1
Selecting	
Decided upon materials and patterns for garments in layette	1
Selected commercial materials from lists and samples	1
Purchasing	
Purchased all materials needed for infant garments they made	1
Wrote cards and letters requesting materials . . .	1
Making	
Copied from books and magazines desirable equipment with little or no cost	1
Layette	1
Evaluation	
Compared homemade equipment with ready-made as to cost and quality	1

¹Many departments used more than one of these methods of pupil participation.